International Journal of Culture and Modernity
ISSN 2697-2131, **Volume 17**
https://ijcm.academicjournal.io/index.php/ijcm

Development of Information and Communication Competence of Future Primary School Teachers

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ANNOTATION

This article presents the concept and classification of components of information and communication competence of future primary school teachers. It is also pointed out the need for the formation of information and communication competence among students of the specialty “Primary Education”.

KEYWORDS: information, means, communication, multimedia technologies, information and communication competence, information and communication technologies, students, innovative activity, students, university, knowledge, skills and qualifications.

The transition to an informed society requires the ability of a person to quickly receive and process large amounts of information based on the acquisition of modern tools, methods and technologies of information processing, so today the independent assimilation and collection of data and information it is not enough to acquire, but it is necessary to study the knowledge-based methods of working with them, which show that human work with information (communication) has acquired a certain level of culture.

The process of informatization of modern society is based on the introduction of multimedia technologies, means of receiving information in all spheres of human activity. The development of this process can be achieved only through the skilful use of computer technology and the formation of new information thinking in professional activity.

Thus, the level of development of the state is directly related to the penetration of information technology in all spheres of life. At the same time, the social order for the competence of future professionals in any field of information and communication technologies in any field is changing, which in turn leads to the informatization of education as a basis for developing the country's intellectual potential. Today, a qualified professional in any field should be able to absorb the received information in a reasonable and useful way. Accordingly, teaching students the modern basics of working with information will allow them to easily find their way in society, increase their potential, and find a worthy place in their careers.

Changes in information in society have a significant impact on the education system, which requires the design and construction of new educational practices that meet the needs of community development.

Ensuring the formation of information and communication competencies required to work in a particular field of pedagogical activity should be considered as a social order of the information society for universities. In addition to the study of theoretical disciplines in the field of information, special attention should be paid to computer and multimedia technologies as key components of future pedagogical activity. At the same time, the quality

International Journal of Culture and Modernity
ISSN 2697-2131, **Volume 17**
https://ijcm.academicjournal.io/index.php/ijcm

of teaching is determined by the level of well-developed sustainable skills of working in a basic information technology environment in solving standard tasks in a particular field of activity.

This is due to the fact that most schoolteachers today do not have the skills to apply information and telecommunication technologies in life and professional activities. There is also a lack of methodological publications on the use of information and communication technologies in primary education. Consequently, the diversity of software and multimedia tools, the selection of the most suitable for the psychological and pedagogical conditions of training primary school students, as well as the independent development of digital educational resources needed in the educational process of primary school One of the most important directions in the training of future teachers is the formation of skills to find a way to work. In addition, the teacher should not only actively use information and communication technologies to improve the educational process, but also help students to develop computer skills to solve various learning tasks.

Results obtained and their analysis. An elementary school teacher with a professional mastery of information and communication technologies can actively help to solve the following tasks, which set the goals of modernization and improvement of education:

- implementation of various interdisciplinary links;
- Balancing the research and practical parts of school students' learning, collaborative and individual forms of work with the use of ICT;
- Incorporate the use of ICT into cognitive activities outside the classroom, etc.

In the process of formation of information and communication competence, according to the classification of the scientist VI Bidenko, only general (universal) and basic (basic) general professional competencies are developed [1]. It is clear that this is not enough to form a professionally specialized information and communication competence, as a specialist trained in "Primary Education" can use information and communication technologies not only in teaching the basic sciences of primary school, but also from them. must be able to use it in the whole educational process in the inner classes.

Information and communication competence has some distinctive features [2]:

1. Priority (information activity occupies more and more space in the activity of a modern specialist).
2. Dynamism (it is not enough to take into account only the current state of information in the preparation of graduates, it is necessary to rely on the traditions of information development).
3. Optimality (in the case of rapid development of the information field, it is necessary to prepare the graduate for optimal information activities; the competence should be neither less nor more, but sufficient to cope with the set professional tasks).

At the basic level, information and communication competence is the ability to search, use, store, process, present and share information from the information technologies of modern society (computers, multimedia, Internet, electronic media, ATMs, mobile phones, etc.). and use to work with the Internet.

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ISSN 2697-2131, **Volume 17**
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The information-communicative component includes the following types of knowledge [3]:

- Understand the principles of operation of basic computer applications, including text editors, spreadsheets, databases, information storage and processing applications;
- Understanding the difference between the real and virtual worlds, based on the use of the Internet and electronic means of communication, such as e-mail, video conferencing, etc. in their field of activity;
- Understand the potential of information technology for employment, opportunities to support innovative human activity and its involvement in society;
- Reliability of the received information and observance of etiquette of active use of information technologies.
- The following types of skills are included in the information and communication competence:
- Ability to process, collect, create, organize electronic information, systematize the information and concepts obtained, the ability to distinguish subjective opinions from objective ones, real things from virtual, relevant concepts from incompatibility;
- Ability to use appropriate tools (presentations, graphs, diagrams, maps) for a comprehensive understanding of the information obtained;
- Ability to search and find required websites and use Internet services such as forums and emails;
- Ability to use events for innovative activities in different contexts at home, at work and at leisure to think critically.

ICT literacy - the ability to use digital technologies, means of communication or networks to receive, manage, integrate and create information to operate in modern society.

ICT competence refers to the firm acquisition of all the organizational skills of ICT literacy to solve problems that arise in learning and other activities. It focuses on the formation of generalized knowledge, etiquette and technical skills [4].

The study of the general basics of computer science in the standards of teaching students in the specialty "Primary Education" is based on the subject "General Mathematics" of the block of general sciences.

The process of forming a teacher's information and communication skills is developmental. The development of information and communication competence is reflected in the transition of competence to a new, more advanced level.

Therefore, the following can be considered as mandatory elements of information and communication competence:

1. Positive motivation (motivation) for the demonstration (demonstration) of information and communication competence;
2. value-meaning relationship to the content and results of activities;
3. the knowledge underlying the choice of the method of implementation of ICT activities;
4. skills, experience (ability) to successfully perform the necessary actions on the basis of

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ISSN 2697-2131, **Volume 17**
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existing knowledge.

Components of information and communication competence are an important component of the professionally important qualities of future primary education with training in the specialty "Primary Education".

The analysis of psychological and pedagogical literature also showed that in the process of mastering pedagogical activity there is a professionalization of information and communication competence (the process of becoming an integral part of professional qualities), which promotes the rapid (operational) and quality reflection. It is characterized by the integration of components of pedagogical thinking, its heuristic and predictive orientation.

At the stage of vocational training (vocational education) for pedagogical activities, in the opinion of students, social qualities are the most important, but less attention is paid to professionally important qualities, because at this stage of formation of pedagogical orientation students are still they do not understand the importance and significance of a particular quality of an individual that is necessary for the effective performance of an activity. All this indicates the need to pay due attention to the formation and improvement of professionally important qualities in the process of higher education.

One of the most effective methods of formation of professionally important qualities is the use of person-centered technologies in practical training. an organized set of actions, operations, and procedures focused on personal development that provide an instrumental way to achieve a diagnostic and predictable outcome in a situation.

The need for the formation of information and communication competence of students majoring in "Primary Education" is associated with the social order of the information society, which allows to effectively use information and communication technologies in the educational process of primary school. to the extent that it is formed.

The motivational-goal component has a goal function that is determined by the primary school teacher's motives, goals, and activities. Motives for the development of information and communication competencies are based on interest in computer science and the desire to master information technology. The main goal of mastering information and communication technologies is to use them to achieve effective and positive results in the educational process in the primary grades. In order to achieve the final goal, intermediate goals are formed, which are formed in accordance with the preparation of students in their specialty.

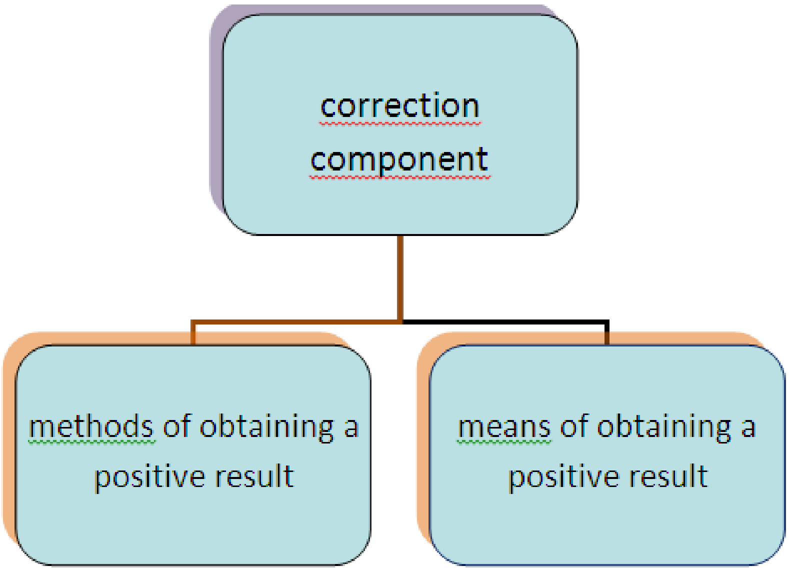
The principles of information and communication competence formation include the principles of organizing the model of information and communication competence formation and the principles of managing this process. This component carries out the necessary combination of social and personal goals based on the necessary, mandatory connection between life and pedagogical practice, which in turn ensures the content of the educational process of students in accordance with the level of development of science and technology. At the same time, it is planned to implement the integration of information and communication tools and forms.

The content (cognitive) component is based on identifying the relationship between the content of the main areas of computer science and the content of the subjects of training

International Journal of Culture and Modernity
ISSN 2697-2131, **Volume 17**
https://ijcm.academicjournal.io/index.php/ijcm

future primary school teachers in the specialty "Primary Education". This component explores the capabilities and practical importance of software based on the analysis and solution of educational situations related to the use of informatics and information technology.

The component of organizational activity includes methods, forms and means of implementing the formation of information and communication competence. In this component, students develop practical skills in using pedagogical software, personal computer and other equipment.



The correction component consists of two components, the methods of obtaining a positive result and the means of obtaining a positive result. As a result of the implementation of the previous components of the model, the formation of information and communication competence takes place. At this stage, students are diagnosed with the formation of indicators of information and communication competence, characterized by the ability to obtain, process pedagogical information, the correct selection and application of appropriate software, the competent use of personal computers and other equipment. control is performed.

The model of organizing the process of forming the components of information and communication competence in the context of research work that complements the learning process of students provides a number of conditions that contribute to its effective implementation:

- Orientation of the student to the needs of the use of ICT and the implementation of an individual curriculum, taking into account the experience, level of training, individual psychological characteristics of future primary school teachers;
- Contextuality of education means that education, on the one hand, pursues clear professional goals for the student, on the other hand, it is built taking into account the subjective activities of the student in space, time and professional factors;

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ISSN 2697-2131, **Volume 17**
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- Updating learning outcomes, which means the active, systematic application of the components of AK competence acquired by the student in practice;
- Systematization of education, which involves the gradual formation of components of information and communication competence [5].

Thus, in the context of the formation, development and improvement of information and communication competence, the training of future primary school teachers will contribute to changes in the methodology of the educational process and the creation of a new learning environment. Does this practice justify itself? In our opinion, it is justified. Not only sound education but his alertness and dedication too are most required.

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